



Comprehensive School Reform

GRANT APPLICATION

Deadline – February 23, 2005
4:00 P.M.

Grimes State Office Building, 2nd Floor
CSR Office, Attention Laurie Phelan

(Modified 12/23/04)



Iowa Department of Education

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VI. APPEAL PROCESS.

Any applicant of the Iowa Comprehensive School Reform grant funds may appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the director of the department of education. Appeals must be in writing and received within ten working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Refer to 281 IAC r. 7.5, the legal authority for this process.

For questions about **Comprehensive School Reform** contact:
Laurie Phelan
(515) 242-5611
laurie.phelan@iowa.gov

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Division of Early Childhood, Elementary and Secondary Education, Grimes State Office Building, Des Moines, Iowa 50319, 515-281-5811.

Glossary

Abstract: Is a succinct overview of the main points of the grant.

All Students: Denote both male and female students from a broad range of backgrounds and circumstances including but not limited to, disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, including African Americans, Asian Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students. **All means All.**

Applied Learning: Focuses on the capabilities people need to be productive members of society, as individuals who apply knowledge gained in school and elsewhere to analyze problems and propose solutions. It helps with the skills needed to communicate effectively and coordinate action with others, and to use the tools of the information age workplace. It connects the work students do in school with the demands of the 21st century workplace.

Annual Improvement Goals: Desired one-year rate of improvement in student achievement.

Benchmarks: Describe specific knowledge and skills anchored to content standards that a student needs to accomplish by a specific grade or grade span. Theoretically, benchmarks could be identified at all grade levels.

Comprehensive School Reform: Focuses on making coherent school wide improvements that effect all aspects of a school's operations, rather than using a piecemeal, fragmented approach to reform.

Consortium: Denotes two or more school districts/schools plus partners.

Content Standards: Are broad statements about what students are expected to know and be able to do in a curriculum area.

Impact on Student Learning: The end results for student learning expected as a result of school improvement efforts.

Implementation Grant: Focuses on accomplishing a formal action plan, noting the requirements for a specific grant. An action plan may be a result of a previously awarded planning grant or may be initiated with an implementation grant. An application for an implementation grant denotes readiness for carrying out the action plan.

Lead Agency: Must be a local school district. Must submit the application, and is responsible for progress reporting and serves as the fiscal agent for the grant. The lead agency may delegate work or contract outside the lead agency to accomplish the grant.

LEP (Limited English Proficient): Refers to a student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Glossary (continued)

Local Partnerships: Denote a group of community partners that work together, support, and are responsible for the local school improvement efforts. These partners denote community agencies, workforce development liaisons, community economic development representatives, various organizations, parents, business, labor, area education agencies, higher education institutions and other members of the community as appropriate, parent groups such as juvenile justice, health, human services, faith community, etc.

Long Range Goal: Desired targets to be reached over an extended period of time.

Needs Assessment: Analyzes, measures, and interprets both internal and external data reflecting the learning and performance needs of students. This includes school/community partners in an ongoing process.

Professional Development: Professional development consists of activities conducted with school professionals, which improve their skills related to the central focus of the school and tied to improving student achievement.

Research Based: Employ innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable scientifically based research and effective practices, and have been replicated successfully in schools with diverse characteristics.

Student Achievement: Occurs as a result of measuring student learning and provides teachers, administrators, parents, and others with important information about the success of a student's learning.

Student Learning Goals: Define the general statements of expectations for all graduates identified by the district.

Template: A "template" is when two or more applications are submitted which contains nearly identical or very similar content. **Note:** templates will not be accepted

CSR Overview

Grant Size: Awards of \$50,000 are available for a single building. A consortium/district may NOT apply unless the total number of students served will be a maximum of 500 students. **Grant award amounts may be reduced from the “amount requested”.**

Eligibility: All buildings are eligible, HOWEVER, 100% of all funded projects must be Title I eligible buildings. When relevant, the applicant MUST provide a letter from the model developer documenting a commitment to work with the applicant. All applicants must demonstrate, through data and narrative, how they have determined Title I eligibility. Include this information in Part II, “Need for grant funds.”

What is Comprehensive School Reform? Comprehensive School Reform (CSR) focuses on reorganizing and revitalizing entire schools, rather than on implementing programs. It uses a list of scientifically based researched models for school-wide change that are supported by expert trainers and facilitators. Challenging academic standards, strong professional development components, and meaningful parent and community support are all part of most comprehensive reform models.

What is the CSR Program? The CSR Program has made over \$5,500,000 available to Iowa Schools through the Iowa Department of Education for the provision of competitive incentive grants to schools that elect to pursue comprehensive reform. This year the DE has approximately \$3,000,000 to schools committed to Comprehensive School Reform. 90% of the schools funding must be Title 1 eligible schools. In an effort to encourage middle school and high school applications, additional points have been added to the application rating process. However all levels of the K-12 system are encouraged to apply. Requested grant amounts must be for \$50,000 (renewable for 3 years based on successful progress). Funds will be made available as soon as possible after grants have been read and scored.

What is the purpose of the program? The purpose of the program is to provide \$50,000 per building to schools that need to substantially improve student achievement (particularly Title I schools in need of improvement). The funds are to help implement comprehensive school reform programs that are based on reliable scientifically based research and effective practices, and include an emphasis on basic academics and parental involvement. These programs are intended to stimulate school-wide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform. Thus, to be considered comprehensive, a program must integrate, in a coherent manner, eleven specific components listed in the legislation. Through supporting comprehensive school reform, the program aims to enable all children in the schools served, particularly low-achieving children, to meet challenging local content and student performance standards.

What is the relationship between the CSR legislation and other local, state and federal education improvement initiatives, particularly Title I school-wide programs? The CSR legislation was designed to support, in a coordinated fashion, comprehensive education improvement strategies to enable all children - including children from low-income families, children with limited English proficiency, and children with disabilities- to reach challenging academic standards. There is a special emphasis in the CSR legislation on supporting the initial implementation of comprehensive school reform programs that have a strong scientifically based research basis and that have been successfully replicated. CSR resources should be coordinated with other Federal funds, as well as State, local, and private resources, to leverage school improvement, particularly in Title I schools.

How does the CSR program fit within the broader context of a school’s improvement efforts? The CSR program is intended to provide incentives for schools, particularly Title I schools in need of improvement, to engage in comprehensive school reform in order to raise the achievement of children in those schools. It is **not** a separate project that is “added on” to existing projects in a school. Rather, its purpose is to stimulate schools to revamp their overall educational operation by implementing a comprehensive reform program. CSR funds alone are not intended to support the full implementation of a comprehensive reform program on an ongoing basis, including possible curriculum changes, sustained professional development, enhanced parental

CSR Overview (continued)

involvement, and the like. Rather, a school engaging in comprehensive school reform must coordinate all the resources available to it – including Federal, State, local and private sources – to support its reform effort.

Requirements:

Applications are for a single school building. A district may submit an application for any or all of its school buildings. To be eligible for funding, a comprehensive school reform program must integrate, in a coherent manner, **all eleven** of the following components:

1. **Proven methods and strategies based on scientifically based research** - A comprehensive school reform program employs proven strategies and methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools.

Component one emphasizes the need for LEA's and schools, in designing their comprehensive reform program, to employ proven strategies and methods that are grounded in scientifically based research in core academic subjects, especially mathematics and reading. Staying focused on academic achievement, building a comprehensive program that supports it, and emphasizing "what works" in the classroom are important elements of a successful comprehensive design.
2. **Comprehensive design** – A comprehensive design for effective school functioning integrates instruction, assessment, classroom management, professional development, parental involvement, and school management. By addressing needs identified through a school needs assessment, it aligns the school's curriculum, technology, and professional development into a plan for school wide change. The ultimate goal of this design is to enable all students to meet challenging State content and student academic achievement standards. Examples can be found at Learning Points Associates website: www.csrllearninghouse.org
3. **Professional development** – The program provides high-quality and continuous teacher and staff professional development and training. The professional development involves proven, innovative strategies that are both cost effective and easily accessible and ensures that teachers are able to use appropriate assessments and challenging academic content standards to improve instructional practice and student academic achievement.

Well-designed professional development activities increase all teachers' knowledge of both the academic subjects they teach and effective instructional strategies that are grounded in scientifically based research. They include strategies such as partnerships with institutions of higher education and addresses such topics as the use of data and assessment; the use of technology; and improving the instruction of special needs children.

This professional development is intensive, sustained over time and classroom focused. Those who participate in professional development also help to design it, and the design is well integrated with school and district educational improvement plans. The professional development component is regularly evaluated to gauge its impact on increased teacher effectiveness and improvement achievement. Strategies employed are consistent with high quality professional development under Title II, Part A of the ESEA.

4. **Measurable goals and benchmarks** – A comprehensive school reform program includes measurable goals for student academic achievement and establishes benchmarks for meeting those goals. The Department encourages LEAs to link these goals to the State's definition of adequate yearly progress (AYP) under Section 1111(b)(2) of the ESEA. A description of the new AYP requirements is provided in a January 18, 2002 Federal Register notice (67 FR 27770-2772) that is available on the Department's web site at <http://www.ed.gov/legislation/FedRegister>.
5. **Support within the school** – Teachers, principals, administrators, and other staff throughout the school support the program in a CSR school. They demonstrate this support the program in a CSR school. They demonstrate this support by, among other activities, understanding and embracing the school's

CSR Overview (continued)

Comprehensive reform program, focusing on continuous improvement of classroom instruction, and participating in professional development.

6. **Support for teachers and principals** – A CSR program provides support for teachers, principals, administrators, and other school staff. Leadership and responsibility for reform are shared; teamwork and accomplishments are celebrated. Structures that help create this mutual support must be a part of the school's comprehensive design.
7. **Parental and community involvement** – The program provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities. In addressing this component, LEAs and schools should create strategies that are consistent with the parental involvement requirements of Title I, Part A (section 1118) of the ESEA. Schools should pay special attention to building parents' capacity for involvement by providing training and materials and dealing with accessibility issues when necessary. LEAs and schools should design ways in which parents can be brought into the instructional program of their school and contribute to the academic achievement of their children.
8. **External technical support and assistance** – The program uses high-quality external support and assistance from an entity that has experience and expertise in school wide reform and improvement, such as an institution of higher education. The CSR legislation requires that SEAs ensure the funded programs are supported by qualified technical assistance providers that have successful track record, financial stability, and the capacity to deliver high-quality materials, professional development for school personnel, and on-site support during the full implementation period of the reform.
9. **Annual evaluation** – The program ensures accountability by including a plan for the annual evaluation of the implementation of school reforms and the student results achieved. The evaluation helps ensure that the school is making progress toward achieving its measurable goals and benchmarks and that necessary adjustments and improvements will be made to the reform strategies.
10. **Coordination of resources** – The comprehensive program must identify Federal, State, local and private financial and other resources that schools can use to coordinate services that support and sustain comprehensive school reform.
11. **Strategies** that improve academic achievement – The program must meet one of the following requirements:
 - The program has been found, through scientifically based research, to significantly improve the academic achievement of participating students;
 - Or
 - The program has been found to have strong evidence that it will significantly improve the academic achievement of participating children.

NOTE: Using all eleven components, schools must create a comprehensive, integrated reform program that affects all subjects, all teachers, and all children in the school.

A listing of the models selected from across the country are listed at (<http://www.sedl.org/csrd/cmodels.html>) Schools MUST get an agreement from the model developers before writing them into the grant application. This letter MUST be appended to the grant proposal submitted to the Iowa DE.

CSR Overview (continued)

Comprehensive School Reform Scoring:

The scoring rubrics for CSR applications are included with this application notice on pages 14-23. Prepare your CSR application using the guidelines provided by the CSR scoring rubrics. Applications that target **high poverty schools will receive up to 30 additional points. Applicants that target middle schools will receive up to 20 additional points. Applicants that target high schools will receive up to 30 additional points.** If an application for CSR funds receives a score of “0” in any of the areas which address the eleven required criteria, the application will NOT be eligible for funding.

School Improvement- Iowa’s Definition:

Comprehensive school improvement is a continuous effort on the part of a school and community to improve conditions so that all students have equitable opportunities to improve their learning. It is a dynamic process aimed at advancing student learning. Within this process, comprehensive means all encompassing, touching all aspects of teaching and learning – and improvement is measured by progress toward learning goals. In Iowa, there is a belief that it is important to improve schools so all students can learn. The belief permeates the classroom, the school, the district, and the community. The comprehensive school improvement process focuses all district resources on improving student learning as evidenced through achievement and performance.

The process facilitates a shared direction through:

- Involving communities
- Identifying student learning needs
- Using data to identify, improve or eliminate barriers
- Establishing goals based on needs
- Aligning resources to meet identified needs
- Changing the organizational structures to improve student learning
- Implementing strategies that focus on identified needs and goals
- Communicating results to the wider community
- Collaborative Leadership
- Sustainable reform

Available Research Sources:

Learning Points Associates:

- www.csrclearinghouse.org
- www.sedl.org/rel/policydocs/Examination.pdf
- www.ed.gov/rschstat/eval/other/csrd-outcomes/report.pdf

Scoring and Reading Process

1. Application scores are determined by multiplying the rubric value by the weighting, resulting in points. These points are added to other earned points as specified in the application, for a total score.
2. All readers participate in an intensive training session to insure greater inter-reader reliability.
3. Readers are grouped to read applications within a particular grant subcategory.
4. **All applications are read initially by multiple readers.** When there is a wide discrepancy in scores among readers, additional readers are assigned.
5. In order to determine funding, all applications are ranked by the **average** of the reader scores.
6. Local and regional readers **will not** be assigned to read applications from their own regions or where there is evidence of a conflict of interest.
7. Applications will be read and scored by readers from across the state. Readers are from school districts, area education agencies, colleges and universities, businesses, community organizations, etc. They represent diverse professional fields and areas of interest reflective of the grant programs.
8. No CSR grant application will be funded below **80%** of the maximum points possible. CSR applications target high poverty schools, high schools and middle schools. Additional points will be awarded as follows for targeting:
 - high poverty schools – up to 10 points
 - high schools – up to 30 points
 - middle schools – up to 20 points
9. For Comprehensive School Reform Grant applications, **a score of “0” on any of the eleven** required CSR criteria will result in the **disqualification** of that proposal.

Guidelines/Checklist

Lead Agency: _____ School Name: _____

Grant # (assigned by Iowa DE): _____

Reviewer: _____

You may access the application form the Internet on the Iowa Department of Education web page using the following address: <http://www.state.ia.us/educate/grants>.

Before any application is read, each is screened for the following components of eligibility. This list will be used to determine eligibility upon receipt of application. If an application, or any part of an application, is turned in after the deadline, it will be automatically marked ineligible with no further screening. If any of these requirements are not met, the application will not be considered eligible for reading and the lead agency superintendent will be notified. For specific grant requirements, see the individual grant categories.

These guidelines must be followed. Please check each item to make sure you have followed the format guidelines before submitting your application to the Department of Education, 3rd Floor, E. 14th and Grand Avenue, Des Moines, Iowa 50319 Attention: Laurie Phelan.

____ 1. Each application must be received by the deadline. No late applications or sections of applications will be considered for funding, regardless of reason.

____ 2. Font size: Text for all narrative must be minimum 12 points. Charts, tables and graphs must be a minimum of 10 points.

____ 3. Spacing: Text for all narrative except charts and graphs, Abstract, Budget Form and Budget Narrative must be double-spaced. Charts, graphs, Abstract, Budget Form and Budget Narrative can be single-spaced.

____ 4. Total pages for the application exclusive of the Abstract, Budget Form and Budget Narrative must not exceed 24 pages printed on one side, and must be numbered sequentially 1-24.

____ 5. Signature of the lead agency superintendent and appropriate building level principal(s) are required.

____ 6. All sections of the application must be typed, except the Grant Cover Sheet, which may be typed or printed.

____ 7. All sections of the grant must be included as required.

____ 8. Inclusion of how Title I eligibility was determined.

Guidelines/Checklist (continued)

____ 9. The proposal must be organized as follows and limited to the stated number of pages per section:

Cover Page (1)
 Abstract (1½)
 Grant Text -multiple parts (24)
 Budget Form (1)
 Budget Narrative (3)
 Required letter of commitment from the model developer, Test Scores (0)
 Staff support page (optional)

____ 10. Charts and graphs are included in the 24 page total count for the grant text (multiple parts).

____ 11. The following are **NOT** acceptable:

- a. Originally designed cover page
- b. Binders and notebooks
- c. Divider sheets or tabbed sheets between sections
- d. Appendices
- e. Letters of support

____ 12. An original and four additional copies must be submitted. Staple each copy in the upper left hand corner. Please band these three together to assist in sorting.

____ 13. **No templates are allowed.** A “**template**” is when two or more applications are submitted which contain nearly identical or very similar content.

Comprehensive School Reform Applications can **ONLY** be for a single school building. A district can submit applications for more than 1 building in their district, however, there must be a separate application for each building. Each building which submits a CSR application must do so with district support. The template approach is **NOT** allowed for CSR applications. This grant is a not a funding source for a district's professional development plan.

Application Format

Abstract (limit of 1½ pages, single-spaced, 12 point font)

A rubric is used to score this section. This rubric lists all necessary criteria for the Abstract. The Abstract will be shared with those interested at the state and national levels. The abstract should succinctly describe the grant proposal, highlighting these pertinent features:

1. Title of grant and Grant Cycle Dates
2. District and targeted building identified (Targeted Building for CSR applications)
3. Purpose identified, with principal's vision
4. Main Grant goals and a narrative description of major activities
5. Expected impact on student achievement described

Competitive Preferences (part of the 24 page narrative, double-spaced, 12 point font)

A rubric will be used to score this section. In this section you are asked to document free/reduced lunch count, student achievement in reading, the status of your school improvement plan, and the student dropout rate.

Budget Form and Narrative (Budget Form, 1 page maximum; Budget Narrative 3 pages maximum, may be single-spaced) The Budget Form can be found at <http://www.state.ia.us/educate/ecese/asis/csrd/index.html>

Each CSR applicant must complete a Budget Form and a Budget Narrative. The Budget Form is not scored. The Budget Narrative will be scored using the appropriate rubric. The Budget narrative must:

1. Describe how all budget items were determined
2. Describe how budget items relate to achieving the proposed project activities.
3. Describe long-range strategies to sustain project activities with other funds when grant funding is no longer available. **Note:** Sustainability will be key to budget approval.

Comprehensive School Reform Cover Sheet

District:

 Address:

 City:

 ZIP:

 Superintendent:

Superintendent's Signature:

 Phone: ()

 FAX: ()

 E-mail Address:

 Certified District Enrollment
Count on September 21, 2004:

 Building Enrollment:

 District Federal ID Number:

 AEA Number:

 Amount Requested: \$

Grant Contact Person (and Title):

 Address:

 City:

 ZIP:

 Phone: ()

 FAX: ()

 E-Mail Address:

**Person Authorized to Sign Contract
(and Title):**

 Address:

 City:

 ZIP:

 Phone: ()

 FAX: ()

 E-Mail Address:

Building Principal's Signature:

To be eligible, Grant Applications must be RECEIVED at the Iowa Department of Education on or before **February 23, 2005 at 4:00 P.M.** FAX copies will **NOT** be accepted.

NOTE: This cover sheet MUST be completed and used as the cover for the grant on each copy. Submit one (1) original and four (4) copies, for a total of four (4).

Deliver or mail copies to: Laurie Phelan
Iowa Department of Education
Grimes State Office Building, 2nd Floor
Des Moines, IA 50319-0146

CSR Score Sheet

	Points Possible	Reviewer 1	Reviewer 2	Reviewer 3	Subtotal
Abstract	20				
Data Documenting Needs	30				
Student Learning Goal(s)	15				
School Reform Model	15				
Action Planning	25				
Timeframe	5				
Effective Research Based Methods	20				
Comprehensive Design	15				
Professional Development	15				
Measurable Results and Indicators	15				
Support within the School	15				
Parental and Community Involvement	15				
External Technical Support and Assistance	15				
Evaluation Strategies	10				
Coordination of Resources	10				
Ongoing Technical Assistance	15				
Integration with District Improvement Plan	15				
District Support with Evaluation	10				
Funding for Technical Assistance	10				
Evidence of District Support	12				
Free and Reduced Lunch Percentage	10				
Student Achievement in Reading	20				
School Improvement Plan Status	10				
Establishing High Expectations District Wide	10				
Guidance & Advisement System	30				
Systemic & Sustainable	10				
Dropout Rate	20				
High School/Middle School Status	30				
Fiscal Resources Used for Activities	15				
Long range Strategies to Sustain Project	10				
(467 Points Possible)		Total	Points	Awarded:	

CSR Criteria

Part I: Abstract (Limit of 1 ½ single-spaced pages)

Writing Suggestions: The abstract should succinctly **describe the grant proposal**, highlighting these pertinent features:

1 Point	Title
1 Point	District and targeted building identified
8 Points	Purpose identified – includes the principal's vision statement
5 Points	Main grant goals and a narrative description of major activities
5 Points	Expected impact on student achievement described (and supported by scientifically based research)

Score: _____ X 1 = _____ (20 Points Possible)

Part II: Need for Grant Funds

Writing Suggestions: Use only the criteria listed here to write this section. Responses should include **specific data** about the need for this project. Answers should **not** solely be a description of the **processes** used to gather the needs assessment data (step by step process used by the staff before the grant was written).

Data Documenting need for Grant Funds:

0-1	Little or no evidence demonstrating student needs and Title I eligibility. Little or no correlation was presented connecting the school's Comprehensive School Improvement Plan and the use of CSR funds and plans.
2-3	There is some evidence of a needs assessment that has analyzed student demographic data, student assessment data and has analyzed this data at both district and building level in order to establish student learning goals and Title I eligibility. Other state and/or national sources of data and information are used to support and establish student-learning goals. There is some district support for evaluating data for the Comprehensive School Reform program.
4-5	There is substantial evidence that the school is Title I eligible and that both internal and external data has been collected, analyzed, measured and interpreted to reflect the learning and performance needs of students. There is evidence of school staff and community involvement in the needs assessment process. Applicant clearly justifies the funds requested to meet the goals for this project for student achievement within the district.

Score: _____ X 6 = _____ (30 Points Possible)

Student Learning Goal(s) – Those identified by the district:

0-1	Student learning goals related to this project are identified but have to apparent connection to the proposed project.
2-3	Student learning goals related to this project are identified. They appear to have some connection and/or relationship to the proposed project and the school's Comprehensive School Improvement Plan.
4-5	Student learning goals related to this project are identified. They have a strong connection to the proposed project and the school's Comprehensive School Improvement Plan .

Score: _____ X 3 = _____ (15 Points Possible)

CSR Criteria

Part III: Grant Goals and Action Plan (Sections II-VI limited to 24 double-spaced pages)

Writing Suggestions: This section should be a complete description of what will happen in this grant with the funding requested. Apply the following criteria to the entire section as a whole. Applications may use narrative and/or tables to respond to the criteria.

School Reform Model to be implemented:

0-1	The proposal does not provide a clear description of the model to be implemented.
2-3	The description of the proposed model is clear and is responsive to identified needs in the building/district.
4-5	The description of the proposed model is clear and is responsive to identified needs in the building/district and clearly indicate (attached letter is required) that the model developer has already agreed to provide technical assistance and/or training for this project.

Score: _____ X 3 = _____ (15 Points Possible)

Writing Suggestions: Action planning should detail what will be undertaken to implement the selected CSR model and how those activities build on current reform efforts.

Action Planning:

0-1	There is little description of planned activities. Alignment between grant goals and action steps is only poorly described or not evident.
2-3	There is a partial description of all planned activities. Alignment between grant goals and action steps is only partially described or evident.
4-5	There is a clear description of all planned activities, including professional development. There is alignment between grant goals and action steps. What school-wide practice will be changed and what new skills will be implemented as a result of your reform? Be specific, a list or chart may be helpful.

Score: _____ X 5 = _____ (25 Points Possible)

Writing Suggestions: The timeframe section should clearly identify WHEN the action steps will take place.

Timeframe:

0-1	There is no timeframe listed for each activity or the timeframe listed is unrealistic.
2-3	The timeframe for some activities is listed and allows for the completion of some activities.
4-5	The timeframe for all activities is listed and allows for the completion of all activities.

Score: _____ X 1 = _____ (5 Points Possible)

CSR Criteria

Part IV: Eleven Required Components (Sections II-VI limited to 24 double-spaced pages)

Writing Suggestions: The answers in this section should describe how the activities for this project address each of the criteria. The answers should be a description of how the BUILDING will accomplish these activities.

Effective Research Based Methods and Strategies:

0-1	The description of the theory behind the selected model is incomplete. There is no discussion how this model has affected student achievement in other sites.
2-3	There is a description of the theory behind the selected model, including how the model reinforces student achievement. There is a discussion of how this model has affected student achievement in other sites.
4-5	There is a description of the theory behind the selected model. The discussion includes references to literature that document how the model reinforces student achievement. There is a discussion of how this model has affected student achievement in other sites. The model has demonstrated a significant affect on student achievement in other sites.

Score: _____ X 4 = _____ (20 Points Possible)

Comprehensive Design with Aligned Components:

0-1	The description is confusing and does not fully explain how the model aligns instruction, assessment, classroom management, and professional development.
2-3	The description provides a basic explanation of how the model aligns instruction, assessment, classroom management, and professional development. The model addresses some of the school's needs identified in the school's needs assessment.
4-5	The description provides a thorough explanation of how the model aligns instruction, assessment, classroom management, and professional development . The model addresses most or all of the school's needs identified in the school's needs assessment.

Score: _____ X 3 = _____ (15 Points Possible)

Professional Development:

0-1	The description of the Professional Development plan is incomplete. Professional Development is not continuous or district wide, but rather many onetime events. Professional Development will affect less than 25% of the total staff.
2-3	The description of the Professional Development plan provides a general overview of activities. There is some alignment of the planned activities with the school's identified needs. Professional Development will affect 25% - 74% of the total staff.
4-5	A thorough description of Professional Development activities related to the implementation of the selected model is provided. Professional Development activities are continuous or district wide and are scientifically result based. Mechanisms will be used to measure change in teacher effectiveness. Professional Development will affect 75% or more of the total certified staff.

Score: _____ X 3 = _____ (15 Points Possible)

CSR Criteria

Part IV: Eleven Required Components (Continued)

Measurable Results and Indicators:

0-1	Results listed are not related to student performance. The results are not measurable. Indicators are not provided for the stated results. No mention of strategies for repeating results.
2-3	Some of results listed are related to student performance and some are measurable. Some indicators are provided for stated results. It has a brief description of strategies for repeating results.
4-5	Most all of the results presented are related to student performance and are measurable . All indicators are provided for the stated results. It has a good description of strategies for repeating results.

Score: _____ X 3 = _____ (15 Points Possible)

Support within the School:

0-1	It is unclear how support for the selection of the model was determined. It is unclear what percent of the building staff support the adoption of the selected model. The principal's role in planning and model selection is not clear.
2-3	There is some description of the staff support for the selection of the model. At least 60% of the building staff supports the adoption of the selected model. The principal's role in planning and model selection is somewhat clear.
4-5	There is a specific description of the staff support for the selection of the model. At least 80% of the building staff supports the adoption of the selected model. There is written documentation to verify that school staff supports the adoption of the selected model. The principal's leadership role in planning and model selection is clear (signatures included).

Score: _____ X 3 = _____ (15 Points Possible)

Parental and Community Involvement:

0-1	There is no discussion pertaining to or only limited involvement of parents in the planning and implementation of the selected model. There is little or no community involvement.
2-3	There is an explanation of how parents and community members were involved in the planning and will be involved in the implementation of the model.
4-5	The description of how parents and community members were involved in the planning and will be involved in the implementation of the model is specific. Parent and community involvement will be meaningful. Parents and community members will be partners in the planning and implementation of the selected model.

Score: _____ X 3 = _____ (15 Points Possible)

CSR Criteria

Part IV: Eleven Required Components (Continued)

External Technical Support and Assistance:

0-1	There is only a basic description of what external technical support will be used. There is little description of how the support provider has expertise in school reform.
2-3	There is a moderate description of what external technical support will be used and how the support provider has expertise in school reform.
4-5	The school has a specific plan to utilize high quality external support and assistance. The assistance will be provided by an entity that has expertise in school-wide reform and improvement.

Score: _____ X 3 = _____ (15 Points Possible)

Evaluation Strategies:

0-1	The plan for evaluating the comprehensive school reform effort is unclear. Local indicators have not been designed for the evaluation process.
2-3	The plan for evaluating the comprehensive school reform effort is presented. Local indicators for the evaluation process are basically described.
4-5	A specific plan for evaluating the comprehensive school reform effort is presented. Local indicators for the evaluation process are thoroughly described. An external evaluator has been identified to assist with the evaluation process.

Score: _____ X 2 = _____ (10 Points Possible)

Coordination of Resources:

0-1	The description does not clearly describe how implementation of the selected model integrates with other local, state and federal education improvement initiatives.
2-3	There is a moderate description of how implementation of the selected model supports the consolidation and integration of local, state, and federal education improvement initiatives.
4-5	The description is specific as to how the implementation of the selected model supports the consolidation and integration of the other local, state and federal education improvement initiatives (e.g., Title Plan, Staff Development Plan, School-to-Work, Success 4, Phase III, Gifted Education). There is a clear match between the goals of the model and the goals of the building's/district's school improvement efforts.

Score: _____ X 2 = _____ (10 Points Possible)

CSR Criteria

Part V: District Requirements (Sections II-VI limited to 24 double-spaced pages)

Writing Suggestions: The answers in this section should describe how the DISTRICT would support the building-level activities planned for this project through the provision of ongoing technical assistance.

Ongoing Technical Assistance:

0-1	The description of the district's plan for the provision of technical assistance to the participating school is incomplete or not provided. A clear plan for the participating school is not provided.
2-3	The description of the district's plan for the provision of technical assistance to the participating school is partially complete. A partial plan for the participating school is provided.
4-5	The description of the district's plan for the provision of technical assistance to the participating school is complete. A clear plan for the participating school is provided.

Score: _____ X 3 = _____ (15 Points Possible)

Writing Suggestions: The answers in this section should describe how the project would interface with the DISTRICT's school improvement planning activities.

Integration with District Improvement Plan:

0-1	The applicant does not clearly describe how the implementation of the selected CSR model will fit into the district's overall school improvement plan.
2-3	The applicant partially describes how the implementation of the selected CSR model will fit into the district's overall school improvement plan.
4-5	The applicant clearly explains how the implementation of the selected CSR model fits into the district's overall school improvement plan and the process for implementation of this plan.

Score: _____ X 3 = _____ (15 Points Possible)

Writing Suggestions: The answers in this section should describe how the project would be supported by district-level evaluation.

District Support with Evaluation:

0-1	The applicant does not clearly explain how the district will evaluate the implementation of the CSR model in the participating school. This plan does not include a description of how student performance will be affected by the implementation of the CSR model program.
2-3	The applicant partially explains how the district will evaluate the implementation of the CSR model in the participating school. This plan includes a partial description of how student performance will be affected by the implementation of the CSR model program.
4-5	The applicant clearly explains how the district will evaluate the implementation of the CSR model in the participating school. This evaluation plan includes a description of how student performance will be affected by the implementation of the CSR model program.

Score: _____ X 2 = _____ (10 Points Possible)

CSR Criteria

Part V: District Requirements (continued)

Writing Suggestions: The applicant may request amount of \$50,000 to support the costs of implementing the CSR program, including district level support activities. Most model developers provide some technical assistance and evaluation as part of their program that is included in their cost. In addition to that amount, the cost of support that the district is going to provide (for technical assistance and evaluation) to each school can be requested, for a total not to exceed \$50,000.

Example (per school):

Cost to implement Models A and B.....	\$45,000
Cost of District support for technical assistance and evaluation.....	\$ 5,000
Total CSR funds requested.....	\$50,000

Funding for Technical Assistance and Evaluation:

0-1	The district does not specify the amount of funding requested for technical assistance and evaluation activities. The district does specify an amount, but this amount reduces the minimum award to a school to less than \$50,000 or the district is requesting support funds which cause the total amount requested to exceed \$50,000. The district does not specify how this funding will be used for both technical assistance and evaluation.
2-3	The district partially specifies the amount of funding requested for technical assistance and evaluation activities. The district does not fully explain how this funding will be used for both technical assistance and evaluation.
4-5	The district clearly specifies the amount of funding requested for technical assistance and evaluation activities. This amount will not be taken out of the minimum award of \$50,000. This amount does not make the overall funding request exceed \$50,000. The district clearly specifies how this funding will be used for both technical assistance and evaluation , and how the money will be spent for the school funded.

Score: _____ X 2 = _____ (10 Points Possible)

Writing Suggestions: The answers in this section should describe how the building would be supported by district-level support from administration and other stakeholders.

Evidence of District support:

0-1	The district does not provide sufficient evidence of support for the implementation of the selected CSR model in the targeted school. There is no evidence of support from the superintendent, the school board, parents, professional associations, or other stakeholders. There is no district support for evaluating data for the CSR Program.
2-3	The district provides some evidence of support for the implementation of the selected CSR model in the targeted school. There is partial support from the superintendent, the school board, parents, professional associations, and other stakeholders. There is some district support for evaluating data for the CSR Program.
4-6	The district provides sufficient evidence of support for the implementation of the selected CSR model in the targeted school. This evidence shows support from the superintendent, the school board, parents, professional associations, and other stakeholders. There is adequate district support for evaluating data for the CSR Program.

Score: _____ X 2 = _____ (12 Points Possible)

CSR Criteria

Part VI: Competitive Preferences (Sections II-VI limited to 24 double-spaced pages)

Free and Reduced Lunch Percentage (use your September 2002 figures):

0	The building's free/reduced lunch count is less than 26.7%
1	The building's free/reduced lunch count is 26.8% to 40%
3	The building's free/reduced lunch count is 40.1% to 60%
5	The building's free/reduced lunch count is more than 60.1%

Score: _____ X 2 = _____ (10 Points Possible)

Student Achievement in reading on ITBS/ITED (Grades 4, 8 or 11)- attached sheets to verify scores:

0-1	0 –25% of the students in your school score below a proficient level in reading.
2-3	26-49% of the students in your school score below a proficient level in reading.
4-5	Over 50% of the students in your school score below a proficient level in reading.

Score: _____ X 4 = _____ (20 Points Possible)

School Improvement Plan Status:

0-1	There is little evidence the school has conducted a needs assessment process before developing a school improvement plan.
2-3	There is some evidence the school has conducted a needs assessment process before developing a school improvement plan.
4-5	There is clear evidence the school has conducted a needs assessment process and the results were influential in the selection of a model and the development of a school improvement plan.

Score: _____ X 2 = _____ (10 Points Possible)

Establishing High Expectations District Wide:

0-1	There is little evidence that the district is developing high expectations for all students as evidenced by strategies such as: Increasing graduation requirements and/or expectations, increasing expectations for senior year, elimination of low-level courses, providing ways extra help can be provided, etc.
2-3	There is some evidence that the district is developing high expectations for all students as evidenced by strategies such as: Increasing graduation requirements and/or expectations, increasing expectations for senior year, elimination of low-level courses, providing ways extra help can be provided, etc.
4-5	There is clear evidence that the district is developing high expectations for all students as evidenced by strategies such as: Increasing graduation requirements and/or expectations, increasing expectations for senior year, elimination of low-level courses, providing ways extra help can be provided, etc.

Score: _____ X 2 = _____ (10 Points Possible)

Guidance and Advisement System:

0-1	There is little evidence that the school is committing resources and is committed to the development of a student centered guidance and advisement system that engages parents in the development of individualized plan for each student that is reviewed annually.
2-3	There is some evidence that the school is committing resources and is committed to the development of a student centered guidance and advisement system that engages parents in the development of individualized plan for each student that is reviewed annually.
4-5	There is clear evidence that the school is committing resources and is committed to the development of a student centered guidance and advisement system that engages parents in the development of individualized plan for each student that is reviewed annually.

Score: _____ X 4 = _____ (30 Points Possible)

Systemic and Sustainable:

0-1	There is little evidence that reform strategy is embraced by the district as a strategy for impacting student achievement district wide, and little evidence exists that indicates the commitment of the district to sustain the commitment to the reform strategies beyond the grant funding.
2-3	There is some evidence that the reform strategy is embraced by the district as a strategy for impacting student achievement district wide, and some evidence exists that indicates the commitment of the district to sustain the commitment to the reform strategies beyond the grant funding.
4-5	There is some evidence that the reform strategy is embraced by the district as a strategy for impacting student achievement district wide, and clear evidence exists that indicates the commitment of the district to sustain the commitment to the reform strategies beyond the grant funding.

Score: _____ X 2 = _____ (10 Points Possible)

Student Dropout Rate:

0-1	The proposal does NOT describe the district's/building's dropout rate. The dropout rate is less than the state average (1.75%).
2-3	The dropout rate (for secondary schools) is about the same as the state average (1.75 to 2.0%)
4-5	The dropout rate (for secondary schools) is 2.1% or above (well above the state average of 1.75%)

Score: _____ X 4 = _____ (20 Points Possible)

High School/middle school status:

2	Middle School
3	High School

Score: _____ X 10 = _____ (30 Points Possible)

CSR Criteria

Part VII: Budget Form and Narrative

Budget form found at <http://www.state.ia.us/educate/ecese/asis/csrd/index.html>

CSR Criteria

Part VII: Budget Form and Narrative (Narrative limited to 3 single-spaced pages)

Writing Suggestions: Use the Narrative to describe all of the budget amounts in the budget form.

Fiscal Resource Used for Activities of Grant Application:

0-1	There is little or no description of how each line item from the budget was determined. It is difficult to determine if the costs are reasonable for the proposed project.
2-3	There is partial description of how each line item from the budget was determined. It is possible to determine if the costs are reasonable for the proposed project.
4-5	There is complete description of how each line item from the budget was determined. These costs are reasonable for the proposed project and are in line with the purposes of CSR.

Score: _____ X 3 = _____ (15 Points Possible)

Long Range Strategies to Sustain Project Efforts:

0-1	The applicant's plan for continuation of proposed activities following the completion of the funding period is missing or inadequate. The plan will not help sustain project activities.
2-3	The applicant presents a partial plan for continuation of proposed activities following the completion of the funding period. The plan will help sustain some project activities.
4-5	The applicant has a clear plan for continuation of proposed activities following the completion of the funding period. The plan will help sustain project activities.

Score: _____ X 2 = _____ (10 Points Possible)